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ABSTRACT

This text presents 13 chapters on the assessment of students with emotional and/or behavioral disorders for the purpose of making educational placement and programming decisions consistent with federal and state diagnostic guidelines. Chapters are grouped into four sections focusing on: basic considerations for assessment of youth in this population; behavioral assessment, approaches, and techniques; specialized assessment issues and practices; and application and syntheses. Chapter titles and authors are: (1) "Behavioral Assessment: An Overview" (Catherine Stanger); (2) "Legal and Ethical Issues in the Educational Assessment and Programming for Youth with Emotional or Behavioral Disorders" (Craig R. Fiedler and David P. Prasse); (3) "Conducting a Functional Analysis of Behavior" (Melissa T. Schill and others); (4) "The Interview Process" (Stephanie H. McConaughy); (5) "Interpreting Child-Behavior Questionnaires" (Michael J. Breen and others); (6) "Parent-, Teacher-, and Youth-Completed Child-Behavior Questionnaires" (Michael J. Breen); (7) "Youth-Completed and Narrow-Band Child-Behavior Questionnaires" (Tanya L. Eckert and George J. DuPaul); (8) "Internalizing Disorders: Mood and Anxiety Disorders" (Gwenyth Edwards and Martha Starr); (9) "Attention Deficit Hyperactivity Disorder: Diagnostic, Developmental, and Conceptual Issues" (Ross W. Greene and Russell A. Barkley); (10) "Assessing the Culturally and Linguistically Different Child with Emotional and Behavioral Problems" (Ena Vazquez Nuttall and others); (11) "Assessment of Social-Emotional Development in Young Children" (Libby G. Cohen and Loraine J. Spenciner); (12) "Parent Advocacy: Making the Assessment and Intervention Process User-Friendly" (Michele Plunge and others);

and (13) "Integrating Interviews, Observations, Questionnaires, and Test Data: Relationships among Assessment, Placement, and Intervention" (Thomas J. Huberty). (Individual chapters contain references.) (DB)

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